

**THE CORRELATION BETWEEN VOCABULARY MASTERY AND  
ENGLISH READING COMPREHENSION AT THE SECOND  
YEAR STUDENTS OF SMPN 2 KUANTAN MUDIK  
KUANTAN SINGINGI REGENCY**



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PEKANBARU  
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(S.Pd.)



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## ABSTRACT

**R. Rusep Weliadi (2012). The Correlation Between Vocabulary Mastery and English Reading Comprehension at The Second Year Students of SMPN 2 Kuantan Mudik, Kuantan Singingi Regency.**

Based on the writer's preliminary study, it was found that most of the students' vocabulary mastery and English reading comprehension were still less than enough. This problem was caused by some factors. For example, many students did not know the meaning of English words, so that they could not understand English text well.

This research was conducted at SMPN 2 Kuantan Mudik, Kuantan Singingi Regency. The subject of the research was the second year students of SMPN 2 Kuantan Mudik, and the object was the vocabulary mastery and English reading comprehension. This study was a correlation research design. The purpose of this research was to know the correlation between vocabulary mastery and English reading comprehension.

Test was administered in order to see the students' mastery on English vocabulary and their reading comprehension. The test results were interval data scores for both vocabulary mastery and reading comprehension.

The population of this research was the second year students that consisted of three classes, Class VIII.a, VIII.b, VIII.c. The total number of sample was thirty students, selected randomly. The technique of the research data analysis was using product moment correlation. The writer employed SPSS 16.0, more accurate, the writer also used simple regression formula manually.

$$Y = a + b X$$

Based on the data gotten by the writer, the correlation coefficient variable of vocabulary mastery and English reading comprehension was 0.252. It was seen from table of correlation coefficient product moment, 0.252 that is located between 0.400-0.700. It means that, the correlation is low correlation. At table "t" found  $df = 28$ . At significant level 5% is 2.05, and at level 1% is 2.76. It means that,  $t_0 = 3.862$  is lower than  $t_t$  in both of significant 5% and 1% ( $2.05 < 3.862 > 2.76$ ). Therefore,  $H_0$  is rejected, and  $H_a$  is accepted.

From the result of the research, the writer found that there is a correlation between vocabulary mastery and English reading comprehension at the second year students of SMPN 2 Kuantan Mudik, Kuantan Singingi Regency. It means that vocabulary mastery and English reading comprehension is significant.

## ملخص

راجا روسيف ويليادي (2012): استيعاب المفردات في ارتباطها بفهم القراءة الإنجليزية لطلبة الصف الثاني بالمدرسة الإعدادية الحكومية 2 كوانتان موديك منطقة كوانتان سيغيغي.

بالإضافة إلى الدراسة الأولية التي قام عليها الباحث، رأى الباحث بعض الأعراض الآتية وهي: أن نتائج الطلبة في استيعاب المفردات منخفضة وكذلك فهمهم في قراءة اللغة الإنجليزية. وتأتي هذه المشكلة لأسباب مثل عدم معرفة الطلبة في الكلمات الإنجليزية والنصوص الإنجليزية.

وقد جرت هذه المشكلة بالمدرسة الإعدادية الحكومية 2 كوانتان موديك منطقة كوانتان سيغيغي. الموضوع في هذه الدراسة طلبة الصف الثاني بالمدرسة الإعدادية الحكومية 2 كوانتان موديك منطقة كوانتان سيغيغي بينما هدف هذه الدراسة الارتباط بين استيعاب المفردات و فهم القراءة الإنجليزية. وهذه الدراسة من الدراسة المرتبطة. فهدفت هذه الدراسة إلى معرفة الارتباط بين استيعاب الطلبة على المفردات و فهمهم في القراءة الإنجليزية.

الأفراد في هذه الدراسة جميع طلاب الصف الثاني يتكونون من ثلاثة فصول وهو الفصل الثامن الألف و الفصل الثالث الباء و الفصل الثالث الجيم. ويكون وأخذ الباحث ثلاثين منهم ليكونون عينات هذه الدراسة بطريقة عشوائية. وفي تحليل البيانات استخدم الباحث طريقة فرووك مومين المرتبطة. واستخدم الباحث س ف س س الإصدار السادس عشر ولضبتها استخدم الباحث الصيغة "ر" فروودوك مومين بطريقة يدوية.

$$Y = a + b X$$

بالاعتماد على البيانات المكتسبة فإن المتغير المرتبط الخطي من استيعاب المفردات و فهم القراءة الإنجليزية هي 0.502. إذا تمت رؤيته من الجدول الارتباط الخطي فروودوك مومين، 0.502 وهي بين 0.400-0.700. وكان الارتباطه متوسط. في الجدول "ت" تم الحصول df = 28 في المستوى المهم 5 في المائة وهو 2.05 و المستوى المهم 2.76 إذ  $t_0 = 3.862$  أو طاً من tt للمستويين المهمين (2.04 < 3.862 < 2.76) وكانت الفرضية الباطلة مرفوضة و الفرضية البديلة مقبولة.

واستنتب الباحث من نتائج هذه الدراسة أن هناك ارتباطاً مهماً بين استيعاب المفردات و فهم القراءة الإنجليزية لطلبة الصف الثاني بالمدرسة الإعدادية الحكومية 2 كوانتان موديك منطقة كوانتان سيغيغي. ويدل أن استيعابهم وفهمهم حسن.

## ABSTRAK

**R. Rusep Weliadi (2012). Hubungan Antara Penguasaan Kosakata dan Pemahaman Membaca Bahasa Inggris pada Siswa Tahun Kedua di SMPN 2 Kuantan Mudik, Kabupaten Kuantan Singingi.**

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, sebagian besar hasil penguasaan kosakata dan pemahaman membaca bahasa Inggris siswa masih rendah. Masalah ini disebabkan oleh beberapa factor. Misalnya, sebagian siswa banyak yang tidak tahu arti dari kata-kata bahasa Inggris, sehingga mereka tidak bisa memahami teks bahasa Inggris dengan baik.

Penelitian ini diadakan di SMPN 2 Kuantan Mudik, Kabupaten Kuantan Singingi. Subjek dari penelitian ini adalah pada siswa tahun kedua SMPN 2 Kuantan Mudik, Kabupaten Kuantan Singingi, dan objek dari penelitian ini adalah hubungan antara penguasaan kosakata dan pemahaman membaca bahasa Inggris siswa. Adapun jenis penelitiannya adalah korelasi. Tujuan penelitian ini adalah untuk mengetahui hubungan antara penguasaan kosakata dan pemahaman membaca bahasa Inggris siswa.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua yang terdiri dari 3 kelas, yaitu kelas VIII.a, VIII.b, VIII.c . Keseluruhan dari jumlah sampel adalah 30 siswa yang dipilih secara random. Teknik penelitian data analisis ini menggunakan product moment correlation. Penulis menggunakan SPSS 16.0, dan untuk lebih akurat penulis juga menggunakan rumus regresi sederhana secara manual.

$$Y = a + b X$$

Berdasarkan data yang diperoleh penulis, variabel korelasi koefisien dari penguasaan kosakata dan pemahaman membaca bahasa Inggris siswa adalah 0.252. Jika dilihat dari table correlation coefficient product moment, 0.252 terletak antara 0.400-0.700. Itu berarti bahwa, korelasinya lemah. Pada table “t” ditemukan  $df = 28$ . Pada level signifikan 5% adalah 2.05, dan pada level 1% adalah 2.76. itu berarti bahwa  $t_0 = 3.862$  adalah lebih rendah dari  $t_t$  terhadap kedua dari level signifikan pada 5% and 1% ( $2.05 < \mathbf{3.862} > 2.76$ ). Oleh karena itu,  $H_0$  adalah ditolak, dan  $H_a$  adalah diterima.

Dari hasil penelitian, penulis menemukan bahwa ada hubungan antara penguasaan kosa kata dan pemahaman membaca bahasa Inggris siswa pada siswa tahun kedua SMPN 2 Kuantan Mudik, Kabupaten Kuantan Singingi. Itu berarti bahwa penguasaan kosa kata dan pemahaman membaca bahasa Inggris siswa adalah signifikan.

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May Allah Almighty, wish blesses you all. Amin...

Pekanbaru, Safar 18, 1433 H  
January 13, 2012 M

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# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Problem**

In learning English, vocabulary mastery and English reading comprehension have correlation. In fact, if the students master vocabulary, they will be easy to understand about reading text. The students will know what reading text is about.

Vocabulary influences English reading comprehension. The students have more vocabulary, they will have more language. This indicates indirectly that language teaching emphasizes the teaching of vocabulary. How many vocabularies students have affects, not only reading ability, but also their speaking, listening, and writing ability as well.

However, to improve students' vocabulary or develop new words, the teacher necessarily teaches them word per word without comprehending the word usage in context. But, they have to change as many words as possible. They have to be a familiar with words by checking, determining, and remembering the meaning of the word.

In learning English, reading is one of the most important skills that give great contributions besides other skills; such as speaking, writing and listening. Learners can get information, pleasure, and many things by reading comprehension. Reading is also one of the ways to get information through many kinds of books or passages. Most people like reading, but in reading text, there are many people who cannot understand what they read.

In teaching reading, vocabulary is a main problem aspect of language teaching since without well developed vocabulary, the process of comprehending reading completely breaks down. The students also cannot reconstruct meaningfully meaning without having vocabulary. Reading and vocabulary have symbiotic relationship. Both of them are not possible without the others. The reading teacher can help students by preparing them with brief list of important terms in a passage, together with their meanings in the context of the material at hand, before they read it. ESL/EFL reading lectures should not overlook the need for their students to work on vocabulary, but at the same time, new vocabulary should not overshadow reading.

In this view, it is obvious that to comprehend reading text accurately, vocabulary building cannot be overlooked. Students should be able to increase vocabulary through reading. They need a large amount of vocabulary. In short, reading in second language is an excellent way to increase second language learners' vocabulary. Learners should be trained in using appropriate guessing strategies when encountering difficult words.

In SMPN 2 Kuatan Mudik, teaching reading is taught based on KTSP. According to KTSP 2006, the function of teaching reading is to achieve a comprehension on kinds of text, for example, descriptive text, prosedural text, and narrative text, and then accomplished with understanding the context through social function, generic structure, and significant lexicogrammatical feature.<sup>1</sup> There are many techniques and strategies to improve the students' ability in understanding

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<sup>1</sup> Depdiknas. 2006:72. KTSP. *Panduan Penembangan Kurikulum*. Jakarta: Puskus Balitary Depdiknas.

reading comprehension. In teaching reading, the teacher develops a technique called reciprocal teaching to improve students' reading comprehension.

Theoretically, the second year students of SMPN 2 Kuantan Mudik learn how to master reading comprehension. In the syllabus, the teacher teaches about a reading text. They are taught by one teacher that the teacher teaches how to determine main idea, guess the meaning, obtain general and specific information, use context clues, and draw conclusion.

In the fact, some of the students still get difficulties in reading such as determining main idea, guessing the meaning, obtaining general and specific information, using contexts clues, and drawing conclusion. These problems will be harmful if the problems keep continuing without any solution given by reading teacher, and these can influence students' reading. Therefore, these problems should be solved.

In learning reading, students have to study a lot and read frequently. In other words, reading will be easier if the students have mastered the vocabulary. But now, teaching vocabulary has not been a priority in the curriculum. The importance of teaching vocabulary for the learners is to comprehend information from the reading text as they read. In other words, vocabulary is very influential to master reading comprehension. Meanwhile for vocabulary learning, in KTSP 2006, the learners can enrich their vocabulary available in the texts. They can comprehend the vocabulary based on the synonym, the antonym, and homonym of the existing vocabulary. The vocabulary can be expanded more effectively into the four language skills. The ability

to develop words, phrases, and even sentences into the skills is an expected achievement through appropriate procedure and teacher's guidance.<sup>2</sup>

In SMPN 2 Kuantan Mudik, teaching reading is to make students able to read and comprehend reading text of various levels. Based on the writer's observation, the students are still far from expectation of teaching reading. It can be seen from the following symptoms:

1. Some of the students are not able to recognize synonym of the underlined word.
2. Some of the students are not able to recognize antonym of the underlined word.
3. Some of the students are not able to recognize word formation
4. Some of the students are not able to recognize the topic of reading text.
5. Some of the students are not able to recognize the main idea of reading text.
6. Some of the students are not able to know the generic structure of text.
7. Some of the students are not able to find the information of the text.
8. Some of the students are not able to find the other meaning of underlined word.

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<sup>2</sup> Depdiknas. 2006:72:114. KTSP. *Panduan Penembangan Kurikulum*. Jakarta: Puskus Balitary Depdiknas.

Dealing with the symptoms above, the writer is interested in conducting a research entitled: **THE CORRELATION BETWEEN VOCABULARY MASTERY AND ENGLISH READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF SMPN 2 KUANTAN MUDIK, KUANTAN SINGINGI REGENCY.**

## **B. The Problems**

### **a. The Identification of the Problems**

Based on the symptoms gained from the writer's observation, the writer identifies the problems as follows:

1. Why can the students not recognize synonym of the underlined word?
2. Why can the students not recognize antonym of the underlined word?
3. Why can the students not recognize word formation?
4. Why can the students not recognize the topic of reading text?
5. Why can the students not recognize the main idea of reading text?
6. Why can the students not know the generic structure of text?
7. Why can the students not find the information of the text?
8. Why can the students not find the other meaning of underlined word?

### **b. The Limitation of the Problems**



Because there are many problems found in this research, the problems will be limited to:

Correlation between vocabulary mastery and English reading comprehension at the second year students of SMPN 2 Kuantan Mudik, Kuantan Singingi Regency.

### **c. The Formulation of the Problems**

Based on the limitation of the problem above, the problems in this research will be formulated in the following research question:

1. How is the students' vocabulary mastery at the second year of SMPN 2 Kuantan Mudik, Kuantan Singingi Regency?
2. How is the students' English reading comprehension at the second year of SMPN 2 Kuantan Mudik, Kuantan Singingi Regency?
3. Is there any correlation between vocabulary mastery and English reading comprehension at the second year the students of SMPN 2 Kecamatan Kuantan Mudik, Kuantan Singingi Regency?

#### **d. The Reason of Choosing the Title**

Based on the formulation of the problem above, there are some reasons of choosing the title, they are as follows:

1. The title has never been researched by other researchers yet.
2. The writer is interested in doing this research because by mastering vocabulary can help students in reading comprehension.
3. The topic is relevant to writer as one of the students of English Education Department.

#### **C. The Objectives and the Significance of the Research**

##### **a. The Objectives of the Research.**

1. To know students' vocabulary mastery at the second year students of SMPN 2 Kuantan Mudik, Kuantan Singingi Regency.
2. To know students' English reading comprehension at the second year of SMPN 2 Kuantan Mudik, Kuantan Singingi Regency.
3. To know correlation between vocabulary mastery and English reading comprehension at the second year the students of SMPN 2 Kecamatan Kuantan Mudik, Kuantan Singingi Regency.

### **b. The Significances of the Research**

1. To enlarge and develop the writer's insight and knowledge on research methodology, especially dealing with English language teaching and learning.
2. To give contribution for the students to improve their vocabulary mastery and English reading comprehension.
3. By conducting this research, the writer hopes that it would be a guidance to improve students' vocabulary and their English reading comprehension.

### **D. The Definition of the Terms**

The title is The Correlation between Vocabulary Mastery and English Reading Comprehension at the Second Year Students of SMPN 2 Kuantan Mudik, Kuantan Singingi Regency. So, it is quite necessary to explain terms used in this research to avoid misunderstanding. They are as follows:

1. Correlation is the relationship between two or more variables, or mutual relationship.<sup>3</sup> It means that a connection consists of two or some variables, so it means, vocabulary mastery is as variable X and English reading comprehension is as variable Y.

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<sup>3</sup> Hornby AS. 1989. *Oxford Advance Learners Dictionary*. Oxford University Press.

2. Vocabulary is the total number of words that makes up a language.<sup>4</sup>
3. Mastery is great skill and knowledge of some subject.<sup>5</sup> In this study, it means the skill or knowledge that the students have, especially in vocabulary.
4. Comprehension is the power of understanding.<sup>6</sup>
5. Reading is to learn unique thinking skills in which ESL/EFL-learners must have ability to comprehend the material from a text by using their own activities which help them analyze text, determine main idea, and others. (Mariane Celce-Murcia, 1991:200).
6. Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text.<sup>7</sup>

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<sup>4</sup> Hornby AS. 1989. *Oxford Advance Learners Dictionary*. Oxford University Press.

<sup>5</sup> Rana, Saleem. 2005. *Mastery*. California Lutheran University. [Http://Ezine Articles.Com](http://EzineArticles.Com).

<sup>6</sup> Hornby AS. 1989. *Oxford Advance Learners Dictionary*. Oxford University Press.

<sup>7</sup> Miller, Cathy P, TLA, Inc. 2005. *What is Comprehension*. University of Kansas. [Http://EzineArticles.com](http://EzineArticles.com).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### **A. The Theoretical Framework and the Operational Concept**

##### **1. The Theoretical Framework**

###### **a. The Concept of Vocabulary Mastery**

According to Hornby (1989:419), vocabulary means total number of words in a language.<sup>1</sup> Vocabulary is one of the important parts in learning English, particularly in reading comprehension. In this case, in learning a foreign language, the mastery of vocabulary is the first step of learning process. In other words, vocabulary is very important to build a language.

In other words, if the students do not know the meaning of the words, they will be hard to understand what the teacher asks to translate a text. If the students have many vocabularies, the students will be easy to translate a text.

According to Brown (1994: 365), words are basic building language blocks of language.<sup>2</sup> In fact, survival level communication can take place quite intelligibly when people simply string words together in some grammatical rules applying at all.

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<sup>1</sup> Hornby AS. 1989. *Oxford Advance Learners Dictionary*. Oxford University Press.

<sup>2</sup> Brown, H. Douglas. 1994. *Teaching by Principles, an Interaction Approach to Language Pedagogy*. Englewood Cliffs, New Jersey. Prentice Hall. Inc,

Besides that, in learning English the students should mastery the word formation. Word formation is the creation of a new word. Word formation is sometimes contrasted with semantic change, which is a change in a single word's meaning. Word formation can also be contrasted with the formation of idiomatic expressions, though sometimes words can form from multi-word phrases; *see* Compound (linguistics) and Incorporation (linguistics). Compound (linguistics) (a word formed by stringing together older words, like *earthquake*). Incorporation (linguistics) (a compound of a verb and an object or particle, like *intake*).<sup>3</sup>

Vocabulary development is a skill or the effort to improve. The students' vocabulary not only affects their reading skills, but also students' listening, writing, and speaking skills as well. In listening, students' vocabulary influences how much they understand a class lectures, speeches, and class discussion. In writing their vocabulary determines how clearly and accurately students can express their ideas to others. In speaking, the words students choose affect how well they have understood.

## **b. The Learning of Vocabulary**

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<sup>3</sup> [Http//www.word formation.com](http://www.wordformation.com).

According to Driscoll, Liz and Pye, Glennis (2006:1), there are some ideas to help students learn vocabulary:<sup>4</sup>

a. Write new words in a note book

In learning new words to determine difficult words, students can use dictionaries and the thesaurus, pronounce unfamiliar words, and develop a system for learning new words.

b. List other related words

This idea will be easy to students to master vocabulary and can understand about a reading text.

c. Write the words in phrases

This idea can help students remember the words so long time and will be difficult to forget it.

d. Note anything particular about grammar

This idea also helps the student master vocabulary and will be easy to understand about reading text.

e. List word in group

By listing word in group, the students will be easy to remind the word.

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<sup>4</sup> Driscoll, Liz with Glennis, Pye. 2004. *Vocabulary in Practice 5*. Cambridge University Press.

In addition, Brown (1994:365) states that vocabulary is also the focus of drill, exercise, and memorization effort.<sup>5</sup> Below, there are some guidelines for the communicative treatment of vocabulary instruction:

1. Allocate specific class time to learn.
2. Help students learn vocabulary in context.
3. Play down the role of bilingual dictionaries.
4. Encourage students to develop strategies in determining the meaning of words.

Based on review above, it will be easy to improve students' vocabulary. In learning vocabulary, students can develop some strategies above, because, it can enrich students' vocabulary mastery.

Besides that, Nunan (2003:6) as quoted by Edward, communicate that in the early language stages of learning and using a second and foreign language, there are many ways that can be done in learning vocabulary. To enrich the vocabulary, students can do some of the several techniques. They are as follows:

1. The synonym and antonym techniques
  - a. Synonyms are words that mean something is very near meaning to something. Example: Start = begin

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<sup>5</sup> Brown, H. Douglas. 1994. *Teaching by Principles, an Interaction Approach to Language Pedagogy*. Englewood Cliffs, New Jersey. Prentice Hall. Inc.



b. Antonyms are words of opposite meaning.

Example: Big = small

## 2. Using English dictionary

Dictionary is a valuable reference and an important tool in expanding vocabulary. It contains other types of useful information.

To expand students' vocabulary, Kathleen (1992:360) says that dictionary gives some information such as word pronunciation, key to spell, useful tables and charts, information of language story, and foreign expression of the word.<sup>6</sup>

## 3. Fill the blanks

Murcia (1991:302) says that fill the blank is a traditional and effective ways to check students' vocabulary comprehension by having them fill in the blank in a passage with an appropriate word.<sup>7</sup> This activity can be done in writing instruction from the phrases. Students will have a list of phrases from which they must build complete instruction and students have to form or produce their own sentence.

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<sup>6</sup> Kathleen T. Mc Whorter. 1992. *Efficient and Flexible Reading*. Boston, Scot, Foresman, and Company.

<sup>7</sup> Celcia Murcia, Marine. 1991. *Teaching English as a Second or Foreign Language*. California. Heinle Publishers.

Besides, Kathleen T. Mc Whorter (1992:345) says that, to figure out the meaning of unknown words in a text, a reader can use:<sup>8</sup>

1. Using context clues

There are four types of context clues in determining the meaning of unknown words. They are definition clues, example clues, contrast clues, and inference clues.

2. Analyzing word parts

The first step in using the prefix, root, and suffix method is to become familiar with the most commonly used word parts.

Example: The parents thought that the child was unteachable.

- a. Prefix: un (not)
- b. Root: teach (help someone learn)
- c. Suffix: able (able to do something)

3. Tools for expanding the vocabulary

In learning new words, students can use dictionaries and the thesaurus words, and develop a system for learning unfamiliar words.

There are some students who are active ones. However, some are passive. In learning vocabulary, to measure students can be seen from their reading frequency.

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<sup>8</sup> Kathleen T. Mc Whorter. 1992. *Efficient and Flexible Reading*. Boston, Scot, Foresman, and Company.

### **c. The Teaching of Vocabulary**

There are some techniques in teaching vocabulary. Chitravelu, et al 1995: 251-255 state that, the common techniques for teaching vocabulary are as follows:<sup>9</sup>

#### **1. Visual techniques**

There are two activity types using visuals for the teaching of vocabulary, they are word picture associations and using diagrams.

#### **2. Verbal techniques**

There are variables of verbal techniques you can use. They may include the following: use of synonyms and definitions, use of antonyms and contrasts, use of context, word part clues, and vocabulary groups.

#### **3. The use of a dictionary**

This way is useful as a means of conforming contextual guesswork. More importantly, it can be used as a source to clarify uncertainty in areas of word meaning, pronunciation, grammar, and spelling.

#### **4. Translation**

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<sup>9</sup> Citravelu. 1995. In Zaleka, 2010. *The Correlation between Mastery in Identifying Simple Past Tense of Narrative Paragraph and Reading Comprehension of The Second Year Students of MTSN Lipat Kain of Kampar Kiri District of Kampar Regency*. UIN SUSKA. RIAU.

Translation is probably best used where there are no contextual clues, where explanation of the meaning of the word may be long and involved where the English word and first language word refer to the same thing.

#### **d. Reading Comprehension**

Reading is an activity with purpose. A person may read for enjoyment, or to enhance knowledge of the language being read. Kalayo Hasibuan with Muhammad Fauzan (2007:114) state that the purpose for reading determines the appropriate approach to reading comprehension.<sup>10</sup>

In other words, reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills and strategies to determine what the meaning is.

The purpose for reading and the type of text determines the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than recording. Reading comprehension results when the reader knows which skill and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

Based on curriculum used by the school, students should be able to recognize the topic of reading text, main idea of reading text, synonym and antonym

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<sup>10</sup> Kalayo Hasibuan, Muhammad Fauzan. 2007. *Teaching English as a Foreign Language (TEFL)*. Alaf Riau Graha UNRI Press. Foresman, and Company.

of underlined word, find the information of the text, and find the other meaning of underlined word. If the students are able to understand about curriculum used by the school, it will be easy for the students to reading comprehension.<sup>11</sup>

Besides, by reading, students will get science, experience, insight, and many others that students don't know before and students can enlarge their knowledge of vocabulary. At the other extreme, latham cites that reading is the art of reconstructing from the printed the writers' ideas, telling, moods, and sensory impressions.

According to curriculum, teaching reading is to make students able to read and comprehend more difficult reading text of various levels of difficulties. Because of that, the students should learn more to improve their reading comprehension.

To improve students' reading comprehension, students should recognize a reading text that consists of paragraphs. Paragraph is a group or related sentences about a single topic (Mc. Whorter: 1986:87-88) that has four essential parts:<sup>12</sup>

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<sup>11</sup> Depdiknas. 2006. KTSP. *Panduan Pengembangan Kurikulum*. Jakarta: Puskus Balitary Depdiknas.

<sup>12</sup> Kathleen T. Mc Whorter. 1986. In Jazuli 2004. *The Correlation between Vocabulary Mastery and Reading Comprehension of the Second Year Students of English Education Department at State Islamic University*. UIN SUSKA. RIAU.

1. Topic ( the one thing, the entire paragraph is about )
2. Main idea ( the most important idea the writer wants the reader to know about the topic )
3. Detail ( facts and ideas that prove or explain the main idea )
4. Transition (words and phrases that lead the reader from one idea to another).

Reading is a useful activity in which students should have this skill. Understanding reading is not easy thing. Students need to have techniques in order to get easy in comprehending reading text.

#### **e. The strategy in Reading Comprehension**

According to Kalayo Hasibuan and Muhammad Fauzan (2007:117), instructors can help their students become effective readers by teaching them how to use strategies before, during, and after reading.<sup>13</sup>

1. Before reading
  - a. Set a purpose or decide in advance what to read for.
  - b. Decide if more linguistic or background knowledge is needed.

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<sup>13</sup> Kalayo Hasibuan, Muhammad Fauzan. 2007. *Teaching English as a Foreign Language (TEFL)*. Alaf Riau Graha UNRI Press. Foresman, and Company.

- c. Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom top up (focus on the words and phrases).
- 2. During and After Reading
  - a. Verify prediction and check for inaccurate guesses.
  - b. Decide what is and is not important to understand.
  - c. Reread to check comprehension.
  - d. Ask for help.
- 3. After Reading
  - a. Evaluate comprehension in a particular task or area.
  - b. Evaluate overall progress in reading and in particular types of reading tasks.
  - c. Decide if the strategies used were appropriate for the purpose and for the task.
  - d. Modify strategies if necessary.

This strategies will help students to improve their reding comprehension. By these strategies make students easy to understand what they read about.

From the vocabulary mastery and reading comprehension strategies above, we can conclude that many thinks can be done by students to improve their vocabulary mastery and reading comprehension. It means that, if students are able to

master the vocabulary automatically they will be easy to understand reading text. So, it is very clear that there is correlation between vocabulary mastery and English reading comprehension to learning English.

## **2. The Operational Concept**

It is very necessary to explain briefly the variable and sub variable used in analyzing the problem. There are two variables in this study. They are variable X (vocabulary mastery) and variable Y (English reading comprehension) of the second year students of SMPN 2 Kuantan Mudik.

The students' vocabulary mastery of English can be seen in the following indicators:

1. The students can recognize synonym of the word.
2. The students can recognize antonym of the word.
3. The students can identify word formation.

The students' English reading comprehension can be seen in the following indicators:



1. The students are able to recognize the topic of reading text.
2. The students are able to recognize the main idea of reading text.
3. The students are able to know the generic structure of texts.
4. The students are able to find the information of the text.
5. The students are able to find the other meaning of underlined word.

From the test, students will know how their vocabulary mastery and English reading comprehension are. For students' vocabulary mastery of English can be seen in the test number 6 until number 20. The students' ability in writing new words, determining synonym, and antonym, and filling the blank will be known from their answers.

From the test of reading comprehension can be seen in question number 1 until 15. The students will know how their ability in determining the topic, main idea, rereading to check comprehension, and evaluating comprehension in a particular task.

#### **TABLE I**

##### **The Category of Vocabulary Mastery Test**

<b>No</b>	<b>Category of Test</b>	<b>Item Number</b>
1	The students are able to recognize synonym of the underlined word.	1, 2, 3, 4, 5
2	The students are able to recognize antonym of the underlined word.	6, 7, 8, 9, 10
3	The students are able to identify word formation.	11, 12, 13, 14, 15

**TABLE II**

**The Category of English Reading Comprehension Test**

<b>No</b>	<b>Category of Test</b>	<b>Item Number</b>
1	The students are able to recognize the topic of reading text.	1, 6
2	The students are able to recognize the main idea of reading text.	3, 11
3	The students are able to know the generic structure of text.	10, 15
4	The students are able to find the information of the text.	7, 8, 9, 12, 13, 14
5	The students are able to find the other meaning of underlined word.	4, 5, 9

The influencing factors of students' reading comprehension achievement cannot be separated from the influencing factors of learning process. There are two factors that influence learning process:

1. Internal Factor

This factor comes from the students themselves, which consists of physiological aspects (the organ of the body) and psychological aspects such as intelligence, attitudes, interest, and motivation.

## **2. External Factor**

The external factors can affect students' reading comprehension achievement that consists of social environment such as family, teachers, friends, and facility.

From the factor, it will influence to students' learning process. From internal factor, it tells about physiological aspects and psychological aspects. The external factor will affect to students' social environment.

## **3. The Assumption and Hypothesis**

### **a. The Assumption**

Before stating the hypothesis as a temporary answer to the problem, the writer wants to present assumption as follows:

- b. The reading comprehension of the students is various.
- c. The more vocabulary the students have, the higher English reading comprehension they get.
- d. Many factors can influence students' English reading comprehension.

**b. The Hypothesis**

Ho: There is no significant correlation between vocabulary mastery and English reading comprehension at the second year students of SMPN 2 Kuantan Mudik District of Kuantan Singingi Regency.

Ha: There is a significant correlation between vocabulary mastery and English reading comprehension at the second year students of SMPN 2 Kuantan Mudik District of Kuantan Singingi Regency.



## **CHAPTER III**

### **THE RESEARCH METHODOLOGY**

#### **A. The Research Design**

The method of this research is correlational research. It is a kind of method that involves the collection of data for the purpose of describing existing condition. Suharsimi (1990:326) says that the correlation research is the research that concerns to know whether there is or not correlation between two variables.<sup>1</sup>

This research consisted of two variables. The dependent variable was students' vocabulary mastery as variable X, and the independent variable was students' English reading comprehension as variable Y.

So, based on clarification above it is very clear that many differences of learning system between vocabulary mastery and English reading comprehension. But, the purpose is only one that is for improving education in Indonesia.

#### **B. The Location and Time of the Study**

This research was carried out at the second year students of SMPN 2 Kuantan Mudik, Kuantan Singingi Regency. The time of this research was from November until December 2010.

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<sup>1</sup> Suharsimi Arikunto. 1995. *Manajemen Penelitian*. Jakarta; Rineka Cipta.

### **C. The Subject and Object of the Study**

#### **1. The Subject of the Study**

The subject of the study was the second year students of SMPN 2 Kuantan Mudik Regency.

#### **2. The Object of the Study**

The object of this study was the correlation between vocabulary mastery and English reading comprehension.

### **D. The Population and Sample of the Study**

The population in this research was the second year students of SMPN 2 Kuantan Mudik, Kuantan Singingi Regency, it involved three classes or around 66 students that consisted of three classes; Class VIII.A, Class VIII.B, Class VIII.C. The writer used sample random sampling techniques. James (1988:111) says that the point of a random sampling is to ensure that each member of the population has an equal chance of being selected for the sample.<sup>2</sup>

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<sup>2</sup> Brown D James. 1988. *Understanding Research in Second Language Learning*. University of Hawaii at Manoa. Cambridge University Press.

**TABLE III**  
**The Population and the Sample of the Second Year Students of SMPN 2**  
**Kuantan Mudik, Kuantan Singingi Regency**

No	Class	Students	Sample
1	VIII A	22	10
2	VIII B	21	10
3	VIII C	23	10
4	TOTAL	66	30

#### **E. The Technique of Collecting Data**

According to Suharsimi (1990:134), the technique of collecting data is the method used by the writer to collect data.<sup>3</sup> The technique that writer used in this research was:

##### **Test**

Test was used to find out the data about the students' mastery on vocabulary as variable "X" and reading comprehension as variable "Y". Through this technique, the writer had an instrument which was more appropriate to measure the students' vocabulary mastery.

#### **F. The Techniques of Data Analysis**

As mentioned above, test was used to collect the data on students' vocabulary mastery. Then, for students' ability, the writer used the range as follows:

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<sup>3</sup> Suharsimi Arikunto. 1995. *Manajemen Penelitian*. Jakarta; Rineka Cipta.



**TABLE IV**

**The Categories of Students' Vocabulary Mastery**

<b>No</b>	<b>The Range of Score</b>	<b>Level of Ability</b>
1	90-100	Excellent
2	80-89	Good
3	70-79	Fairly Good
4	60-69	Fair
5	0-59	Poor

Haris, David (1969: 79)<sup>4</sup>

Then, to interpret the level of the students' English reading comprehension, the writer searched based on the table below:

**TABLE V**

**The Categories of the Students' English Reading Comprehension**

<b>No</b>	<b>The Range of Score</b>	<b>Level of Ability</b>
1	90-100	Excellent
2	80-89	Good
3	70-79	Fairly Good
4	60-69	Fair
5	0-59	Poor

Haris, David (1969: 79)

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<sup>4</sup> Haris, David. 1969. In Zaleka 2010. *The Correlation between Mastery in Identifying Simple Past Tense of Narrative Paragraph and Reading Comprehension of The Second Year Students of MTSN Lipat Kain of Kampar Kiri District of Kampar Regency*. UIN SUSKA. RIAU.

The technique of data analysis of this research was statistical technique by using simple regression. The formula can be seen as follows:

$$Y = a + b X$$

Where:

Y= Dependent variable

a = the value of constant

X= Independent variable

(Iskandar, 2010:133)<sup>5</sup>

Besides that, there are some indicators of correlation between vocabulary mastery and English reading comprehension, the writer searched based on the table below:

**TABLE VI**  
**Strangeness of Correlation**

<b>R</b>	<b>Strangeness of Correlation</b>
<b>0.000-0.200</b>	<b>Almost Negligible</b>
<b>0.200-0.400</b>	<b>Low Correlation</b>
<b>0.400-0.700</b>	<b>Moderate Correlation</b>
<b>0.900-1.000</b>	<b>Very High Correlation</b>

(Hartono, 2004:78)<sup>6</sup>

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<sup>5</sup> Iskandar. 2010. *Metode Penelitian Pendidikan dan Sosial*. Gaung Persada Press. Ciputat Jakarta.

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<sup>6</sup> Hartono. 2004. *Statistik Untuk Penelitian*. LSFKP, Pustaka Pelajar. Pekanbaru.

## **CHAPTER IV**

### **THE PRESENTATION OF RESEARCH FINDING**

#### **A. The Data Presentation**

##### **a. The description of the research variable**

In this chapter, the writer presented the result of the research, which had been collected from the second year the students of SMPN 2 Kuantan Mudik, Kuatan Singingi Regency. The writer took 30 persons as respondents. The data consisted of two variables. The variable was symbolized by “X” (as vocabulary mastery) and “Y” (as English reading comprehension).

The data of vocabulary mastery were obtained from the test. The writer had 15 items of the test answered by the respondents. The data of English reading comprehension was obtained from the test, there were 15 items answered by the respondents.

##### **b. The data presentation of students’ vocabulary mastery and English reading comprehension at the second year of SMPN 2 Kuantan Mudik, Kuantan Singingi Regency**

To obtain the data about the correlation between vocabulary mastery and English reading comprehension at the second year students of SMPN 2 Kuantan Mudik, Kuantan Singingi Regency, the writer will showed each scores. Here, the writer used a test to measure students’ vocabulary mastery and English reading comprehension. The formula used by the writer is as follows:

$$N = \frac{\text{Number of correct answer}}{\text{Number of item}} \times 100$$

Where: N = Score

(kurikulum SMP: Petunjuk Pelaksanaan Sistem Penelitian) <sup>1</sup>

**TABLE VII**  
**The Result of Students' Vocabulary Mastery Test**

<b>No</b>	<b>The number of respondents</b>	<b>SCORE</b>	<b>Category</b>
1	Student 1	80	Good
2	Student 2	80	Good
3	Student 3	80	Good
4	Student 4	80	Good
5	Student 5	80	Good
6	Student 6	80	Good
7	Student 7	80	Good
8	Student 8	80	Good
9	Student 9	80	Good
10	Student 10	73	Fairly Good
11	Student 11	73	Fairly Good
12	Student 12	73	Fairly Good
13	Student 13	73	Fairly Good
14	Student 14	73	Fairly Good
15	Student 15	73	Fairly Good
16	Student 16	73	Fairly Good
17	Student 17	73	Fairly Good
18	Student 18	73	Fairly Good
19	Student 19	67	Fair
20	Student 20	67	Fair
21	Student 21	67	Fair
22	Student 22	67	Fair
23	Student 23	67	Fair
24	Student 24	60	Fair
25	Student 25	60	Fair
26	Student 26	53	Poor
27	Student 27	53	Poor
28	Student 28	53	Poor
29	Student 29	53	Poor

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<sup>1</sup> Kurikulum SMP: Petunjuk Pelaksanaan Sistem Penelitian.

30	Student 30	53	Poor
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Based on the table above, it is known that the highest score is 80 and the lowest score is 53. Then, from the result of vocabulary mastery test above, there are nine students who get good score, nine students who get score fairly good, seven students who get fair, five students who get poor.

**TABLE VIII**  
**The Frequency of Students' Vocabulary Mastery**

No	Category	Frequency	Percentage
1	Excellent	0	0%
2	Good	9	30%
3	Fairly Good	9	30%
4	Fair	7	23%
5	Poor	5	17%
<b>Total</b>		<b>30</b>	<b>100%</b>

From the table above, it is seen that the students' vocabulary mastery in answering multiple choice test can be categorized into excellent, good, fairly good, fair, and poor. It is seen that 0 of 30 students (0%) gets excellent category, the students who get good category in this test are 9 of 30 students (30%), while for fairly good category, there are 9 of 30 students (30%), the students who get fair category

are 7 of 30 students (23%), and the students who get poor category are 5 of 30 students (17%).

**c. The data to obtain the students' English reading comprehension**

**TABLE IX**  
**The Result of Students' English reading**  
**Comprehension Test**

<b>No</b>	<b>The number of respondents</b>	<b>SCORE</b>	<b>Category</b>
1	Student 1	80	Good
2	Student 2	80	Good
3	Student 3	80	Good
4	Student 4	80	Good
5	Student 5	80	Good
6	Student 6	80	Good
7	Student 7	80	Good
8	Student 8	80	Good
9	Student 9	80	Good
10	Student 10	73	Fairly Good
11	Student 11	73	Fairly Good
12	Student 12	73	Fairly Good
13	Student 13	73	Fairly Good
14	Student 14	73	Fairly Good
15	Student 15	73	Fairly Good
16	Student 16	73	Fairly Good
17	Student 17	73	Fairly Good
18	Student 18	67	Fair
19	Student 19	67	Fair
20	Student 20	67	Fair
21	Student 21	67	Fair
22	Student 22	67	Fair
23	Student 23	67	Fair
24	Student 24	60	Fair
25	Student 25	60	Fair
26	Student 26	53	Poor
27	Student 27	53	Poor
28	Student 28	53	Poor

29	Student 29	53	Poor
30	Student 30	53	Poor

(Henning, 1987:36)<sup>2</sup>

Based on the table above it is known that the highest score is 80 and the lowest score is 53. Then, from the result of English reading comprehension above, there are nine students who get good score, eight students get fairly good, eight students get fair score, and five students get poor score.

**TABLE X**  
**The Frequency of Students' English Reading Comprehension**

No	Category	Frequency	Percentage
1	Excellent	0	0%
2	Good	9	30%
3	Fairly Good	8	27%
4	Fair	8	27%
5	Poor	5	17%
<b>Total</b>		<b>30</b>	<b>100%</b>

From the table above, it can be seen that the students' vocabulary mastery in answering multiple choice test can be categorized into excellent, good, fairly good, fair, and poor. It is seen that 0 of 30 students (0%) gets excellent category, the

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<sup>2</sup> Henning, Grant. 1987. *A Guide to Language Testing*. University of California. Los Angeles.



students who get good category in this test are 9 of 30 students (30%), while for fairly good category there are 8 of 30 students (27%), and the students who get fair there are 8 of 30 students (27%), and the students who get poor category are 5 of 30 students (16%).

## **B. The Data Analysis**

The title of this research is the correlation between vocabulary mastery and English reading comprehension at the second year the students of SMPN 2 Kuantan Mudik, Kuantan singing Regency. To calculate the data, the researcher not only used the correlation from person by using SPSS 16.0 for window but also manual of simple regression formula as follows:

$$Y = a + b X$$

(Iskandar, 2010:133)<sup>3</sup>

This formula had taken in terms of two variables, independent variable and dependent variable, correlated and the scale measure of data was interval scale.

The data of mean and standard deviation of variable “X” (students’ vocabulary mastery) and variable “Y” (students’ English reading comprehension). The result of the test from the two variables can be seen in the following table:

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<sup>3</sup> Iskandar. 2010. *Metodologi Penelitian Pendidikan dan Sosial*. Gaung Persada Press. Ciputat-Jakarta.

**a. The students' vocabulary mastery**

**TABLE XI**  
**The Statistic of Variable X**

Vocabulary		
N	Valid	30
	Missing	0
Mean		69.9000
Median		73.0000
Mode		73.00(a)
Std. Deviation		9.59652
Variance		92.093
Skewness		-.696
Std. Error of Skewness		.427
Range		27.00
Minimum		53.00
Maximum		80.00
Sum		2097.00
Percentiles	25	65.2500
	50	73.0000
	75	80.0000

a Multiple modes exist. The smallest value is shown

Based on the table, the writer can interpret that Mean score of students' ability in using sentence connectors is 69.90, Median is 73, Mode is 73.00, standard deviation is 9.59, variance is 92.09, range is 27, Minimum is 53, maximum is 80, and summation is 2097.

**TABLE XII**  
**The Classification of Students' Vocabulary Mastery**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53.30	5	16.7	16.7	16.7
	60.00	2	6.7	6.7	23.3
	66.60	6	20.0	20.0	43.3
	73.30	8	26.7	26.7	70.0
	80.00	9	30.0	30.0	100.0
Total		30	100.0	100.0	

**b. The Students' English Reading Comprehension**

**TABLE XIII**  
**The Statistic of Variable Y**

Reading		
N	Valid	30
	Missing	0
Mean		69.7000
Median		73.0000
Mode		80.00
Std. Deviation		9.59220
Variance		92.010
Skewness		-.632
Std. Error of Skewness		.427
Range		27.00
Minimum		53.00

Maximum		80.00
Sum		2091.00
Percentiles	25	65.2500
	50	73.0000
	75	80.0000

a Multiple modes exist. The smallest value is shown

Based on the table, the writer can interpret that Mean score of students' ability in using sentence connectors is 69.70, Median is 73, Mode is 80, standard deviation is 9.59, variance is 92.01, range is 27, Minimum is 53, maximum is 80, and summation is 2091.

**TABLE XIV**  
**The Classification of Students' English Reading Comprehension**

Reading					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53.00	5	16.7	16.7	16.7
	60.00	2	6.7	6.7	23.3
	67.00	6	20.0	20.0	43.3
	73.00	8	26.7	26.7	70.0
	80.00	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

**c. The Descriptive Statistics of Students' Ability in Using Connector and Their writing Performance**

The data were analyzed by using correlation. The following table presents the data of two variables (X and Y) for 30 respondents of this study. It was analyzed by using SPSS software version 16.00.

**TABLE XV**  
**The Descriptive Statistics**

	Mean	Std. Deviation	N
Vocabulary	69.9000	9.59652	30
Reading	69.7000	9.59220	30

The data about the correlation between vocabulary mastery and English reading comprehension at the second year student of SMPN 2 Kuantan Mudik, Kuantan Singingi Regency can be seen in the following table:

**TABLE XVI**  
**The Correlations of Students' Vocabulary Mastery**  
**and Students' English Reading Comprehension**

Model Summary <sup>b</sup>				
Model	r	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502 <sup>a</sup>	.252	.225	8.445

a. Predictors: (Constant), Vocabulary

b. Dependent Variable: Reading

From the table above, the variable of correlation coefficient of the students' vocabulary mastery and English reading comprehension are: 0.252, sig. (2tailed) = 0.005, the interpretation is as follows:

1. The score of correlation coefficient is  $0.349 > 0.252$  in significant standard 5% and 0.449 in significant standard 1% (see table product

moment). It means that  $H_a$  is rejected which indicates that there is a low correlation between vocabulary mastery and English reading comprehension at the second year students of SMPN 2 Kuantan Mudik, Kuantan Singingi Regency.

2. The outputs above show that there is a sign, meaning that there is enough correlation between vocabulary mastery and English reading comprehension at the second year student of SMPN2 Kuantan Mudik, Kuantan Singingi Regency.

To make this data more accurate and sure, so the writer also obtained it by using manual formula as follows:

**TABLE XVII**  
**The Data to Obtain the Correlation between Vocabulary Mastery and English Reading Comprehension at the Second Year the Students of SMPN 2 Kuantan Mudik, Kuantan Singingi Regency**

No	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	73	80	5840	5329	6400
2	80	67	5360	6400	4489
3	80	60	4800	6400	3600
4	80	73	5840	6400	5329
5	60	60	3600	3600	3600
6	67	73	4891	4489	5329
7	73	67	4891	5329	4489
8	73	80	5840	5329	6400
9	60	67	4020	3600	4489
10	67	53	3551	4489	2809
11	67	67	4489	4489	4489
12	73	80	5840	5329	6400
13	53	73	3869	2809	5329
14	73	80	5840	5329	6400

15	73	80	5840	5329	6400
16	53	73	3869	2809	5329
17	53	53	2809	2809	2809
18	73	67	4891	5329	4489
19	73	67	4891	5329	4489
20	53	53	2809	2809	2809
21	67	80	5360	4489	6400
22	80	73	5840	6400	5329
23	80	80	6400	6400	6400
24	73	80	5840	5329	6400
25	67	53	3551	4489	2809
26	53	53	2809	2809	2809
27	80	80	6400	6400	6400
28	80	73	5840	6400	5329
29	80	73	5840	6400	5329
30	80	73	5840	6400	5329
	2097	2091	147500	149251	148411

From the table above we can get such as:

$$\begin{array}{lll}
 \sum X & = 2097 & \sum XY = 147500 \\
 \sum Y & = 2091 & \sum X^2 = 149251 \\
 & & N = 30
 \end{array}$$

The formula of simple regression is:

$$Y = a + bX$$

Where:

Y= Dependent variable

a = the value of constant

X= Independent variable

To know the result of the formula above, the first we should search the score of “a” and “b”.

The formula of “a” is as follows:

$$a = \frac{(\sum Y)(\sum X^2) - \sum X \cdot \sum Y}{n \sum X^2 - (\sum X)^2}$$

$$a = \frac{2091(2097^2) - 2097 \cdot 2091}{30 \cdot 2097^2 - (2097)^2}$$

$$a = \frac{2091 \cdot 4397409 - 4384827}{30 \cdot 4397409 - 4397409}$$

$$a = \frac{9194982219 - 4384827}{131922270 - 4397409}$$

$$a = \frac{9190597392}{127524861} \quad a = 72.1$$

The formula of “b” is follow:

$$b = \frac{n \sum XY - \sum X \cdot \sum Y}{n \sum X^2 - (\sum X)^2}$$

$$b = \frac{30 \cdot 147500 - 2097 \cdot 147500}{30 \cdot 2097^2 - (2097)^2}$$

$$b = \frac{4425000 - 309307500}{30 \cdot 4397409 - (4397409)}$$

$$b = \frac{-304882500}{131922270 - 4397409}$$

$$b = \frac{-304882500}{127524861} \quad b = -2.4$$

So, Y = 72.1 + -2.4.73

= 0.252

According to the data that had been calculated by two ways above, it can be taken a conclusion that there is a correlation between vocabulary mastery and English



reading Comprehension. Furthermore, the coefficient correlation between vocabulary mastery and English reading comprehension is 0,252\*\*. Hartono (2004:78) provides a guide in the interpretation of the strange relationship between two variables, and the guide can be seen in the following table:

Based on the table strange of correlation in Chapter III, we can get a conclusion that  $r_{xy} = 0.252^{**}$ . 0.252\*\* located between 0.200-0.400. It means that the correlation is low correlation. So,  $H_0$  is rejected. The result of correlation analysis shows:

- a. There is positive correlation between vocabulary mastery and English reading comprehension at the second year student of SMPN2 Kuantan Mudik, Kuantan Singingi Regency.
- b. Because coefficient correlation is positive, it means that high score of vocabulary mastery, the score of English reading comprehension is automatically high as well.

Hypothesis:

$H_0: \rho = 0$

$H_a: \rho \neq 0$

Where  $r = .502$

$P = 0$

$N = 30$

$$\frac{r - p}{\sqrt{\frac{1 - r^2}{N - 2}}}$$

$$\frac{.502 - 0}{\sqrt{\frac{1 - (.502)^2}{30 - 2}}}$$

$$\frac{.502}{\sqrt{\frac{1 - .252}{28}}}$$

$$\frac{.502}{\sqrt{\frac{.498}{28}}} = \frac{.502}{\sqrt{.018}} = \frac{.502}{.13} = 3.862$$

To know the result of df (degrees of freedom).

Formula:  $df = N - nr$

Where:

$N$  = The number of cases

$Nr$  = The total of correlation variable

$N$  = 30

$Nr$  = 2

$30 - 2 = 28$

By  $df = 28$ , so obtained:

$t$  on the level significant 5% = 2.05

$t$  on the level significant 1% = 2.76

Making decision

$T_{cal} > t_{critical}$  = rejected the null hypothesis

$T_{cal} < t_{critical}$  = fail to reject the null hypothesis by means that the alternative hypothesis is accepted.

$3.862 > 2.05$ , so  $H_0$  is rejected.

From the result above, it can be concluded that there is significant between vocabulary mastery and English reading comprehension at the second year students of SMPN 2 Kuantan Mudik, Kuantan Singing Regency.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer would like to conclude and suggest about the research that had been done. The research is entitled the correlation between vocabulary mastery and English reading comprehension at the second year the students of SMPN 2 Kuantan Mudik, Kuantan Singingi Regency. There are two variables of this research, they are; Vocabulary mastery (independent variable) and English reading comprehension (dependent variable).

#### **A. Conclusion**

Based on the result of the research, students' vocabulary mastery is categorized into good level. It means that students are able to improve their vocabulary in learning English. It is caused that theories applied by the teacher to the students influence the students' English reading comprehension. In the fact, it can be seen from the result of students' english reading comprehension test. Their score is good, and many of them understand about English reading text. It means that, vocabulary mastery influences English reading comprehension.

Besides that, Based on the result of the research in the chapter IV, it can be concluded that there is significant correlation between vocabulary mastery and English reading comprehension. It can be proven that  $t_{cal} > t_{table}$   $0.463 < 3.862 > 0.361$ . Where the percentage of independent variable (vocabulary mastery) and dependent variable (English reading comprehension) are mutual influential. Besides, it can be seen that correlation between vocabulary mastery and English reading comprehension is 0.252. It means, the correlation is low correlation.

Based on the table in chapter IV, we can get conclusion that  $r_{xy} = 0.052^{**}$ ,  $0.252^{**}$  located between 0.200-0.400. It means that the correlation is low correlation, so  $H_0$  is rejected. The result of correlation analysis is as follows:

- a. There is positive correlation between vocabulary mastery and English reading comprehension at the second year students of SMPN2 Kuantan Mudik, Kuantan Singingi Regency.
- b. Because coefficient correlation is positive, it mean that high score of vocabulary mastery automatically makes the score of English reading comprehension high.

Based on the steps of calculating t test,  $t_0$  is 3.862, and degree of freedom is 28. In t table, we can find out the  $df = 28$ , where at 5% is 2.05 and at 1% is 2.76. It means that  $t_0 = 3.862$  is lower than  $t_t$  in both of the significant level at 5% and 1% ( $2.05 < \mathbf{3.862} > 2.76$ ). So,  $H_0$  is rejected, and  $H_a$  is accepted, the writer takes a conclusion that there is significant correlation between vocabulary mastery and English reading comprehension. Therefore, the students whose vocabulary mastery is rich that will contribute better comprehension in learning English.

## **B. Suggestion**

Based on the result of the research particularly about the correlation between vocabulary mastery and English reading comprehension at the second year the students of SMPN 2 Kuantan Mudik, Kuantang Singingi Regency, there are some suggestion for the teacher and the students.

### **a. Suggestion for the teacher**

A teacher is one of the most important educational components in selecting instructional material and in choosing appropriate strategies in teaching learning process. The purpose of the teacher is to educate and encourage to the growth of in her/his field. So the teachers must do their task prepositionalism well.

### **b. Suggestion for the students**

It is suggested to all of the English students to improve their vocabulary and reading comprehension:

1. You should write new words in a note book.
2. You should keep in your mind the English words.
3. You should always remember the English words.
4. You should always say the English words when ever you review the English lesson.
5. You should know the strategies of mastering English vocabulary, for example by using semantic technique .
6. You should practice the English words into your daily life.

From the suggestion above, it can improve students' reading comprehension, because if student has many vocabulary, he will be easy to understand what the text he reads about.

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